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ABSTRACT

An overview is provided of the Accelerated Schools Project (ASP) as implemented in one urban elementary school in New Orleans, emphasizing the role of the University of New Orleans Satellite Center. The present student population of the school studied is 405 students in grades pre-kindergarten through six. The ASP is a non-traditional strategy for raising the academic performance of at-risk/educationally-disadvantaged students. Developed by H. M. Levin of Stanford University (California) in 1986, the project relies on the creation of cooperative learning activities that manifest high expectations and high status for every student in participating schools. The project is linked to high parental involvement, school-based management, innovative uses of community resources, and development of a cooperative decision-making mechanism. The Satellite Center, a recipient of technical support from Stanford University, selected the school for the pilot test and provided training for teachers in the selected school. Model implementation is planned for four phases: (1) establishing the baseline; (2) developing a vision of the school after 6 years; (3) comparing the vision and the baseline; and (4) identifying priority needs and beginning to work on them. Evaluation at the end of the first phase of intervention (the decision process) established the necessity for good leaders and the importance of the Satellite Center as a change agent. Three appendices present documents related to the school selection process and the implementation of the project. (SLD)

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Implementing Accelerated Schools in New Orleans: The Satellite Center Project As An Agent Of Change

Louis F. Miron, James Meza Jr., James R. Garvin, and Leeta Allen-Haynes

Urban Education Development Laboratory
College of Education
University of New Orleans

A Paper Presented at the
Annual Meeting
of the American Educational Research Association
Chicago, Illinois, April 1991

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INTRODUCTION

The Accelerated Schools Project is a non-traditional strategy for raising the academic performance levels of at-risk students. Developed in 1986 by Dr. Henry Levin of Stanford University, this strategy seeks to close the achievement gap for educationally disadvantaged elementary school students such that by the end of the sixth grade, they realize appropriate age/grade performance. This strategy also has the potential to directly impact the high volume of absenteeism and school drop-out rates normally predicted for these children following elementary school.

The project implements strategies which systemically eradicate traditional "remediation" techniques through the creation of cooperative learning activities which manifest high expectations and equally high status for every student in participating schools. Student self-esteem is positively affected as teachers foster the "can do" philosophy" of the project. The curriculum is fast-paced and is capable of motivating and sustaining the interest of all students, regardless of previous achievement levels. It includes concepts, analysis, problem-solving, critical thinking and interesting application activities which extend across the demarcation lines of subject areas; additionally, it facilitates a student-paced progression.

The success of this project is closely linked to meaningful high levels of parental involvement, school-based management, innovative uses of community resources, and the development of a reliable mechanism of cooperative decision making. Implementation of the Accelerated Schools Project requires that schools develop clearly delineated goals which are understood and agreed upon by parents, students, and teachers.

The purpose of this paper is to provide an overview of the Accelerated Schools Project in one New Orleans, Louisiana, urban elementary school, and in particular to delineate the role of the University of New Orleans Satellite Center.

PRINCIPLES OF THE ACCELERATED SCHOOL

The transformation of a conventional school into an accelerated school involves its restructuring around the three guiding principles of the model: unity of purpose, empowerment, and building on strengths (Levin, 1987). Through these three principles, a pedagogy evolves which considers the total learning environment.

Unity of purpose involves the development of a clear vision of the organizational and instructional framework required to bring students into the mainstream of education. The school's vision embodies the unified efforts of parents, teachers, students and community members around the realization of their common goals and endeavors

Empowerment refers to an acknowledgment of parents', teachers', and students' capacity and willingness to take responsibility for the educational process. This involves identifying needs, making decisions about how to address identified needs, and accepting ownership of outcomes. In accelerated schools, administrative roles are redefined to include input from parents, teachers, students and the community.

Building on strengths is a continual process of identifying and using all available human resources within the school and its community. In this process the opportunities for maximal parent, student, teacher, and administrative support of individual talents is crucial.

The strengths of at-risk students are often overlooked because these students do not share all of the learning characteristics of middle class students. But disadvantaged children bring assets that can be used to accelerate the learning process. These include interest and curiosity in oral and artistic expression, ability to learn through the manipulation of appropriate learning materials, the capability to delve eagerly into intrinsically interesting tasks, and a capacity for learning how to write without first perfecting the skills necessary for learning how to read (Levin and Hopfenberg, 1991).

ACCELERATED VALUES

The principles and practices of accelerated schools are supported by a set of values and beliefs which create a visible attitude that is necessary to develop the culture of achievement and human-resource-building. Hopfenberg (1990, p.12) describes these values as following:

- Equity - All students can learn and have a right to the best possible education.
- Participation - Children participate in learning; teachers participate in decision-making; parents participate in school decisions.
- Communication/Community - Students learn through active group activities. School and community work towards a shared purpose by meeting, talking, and learning from each other.
- Reflection - Students engage in problem-solving and more interpretive approaches to curricula; teachers and parents constantly scrutinize the world of the school and address challenges to improve it.
- Experimentation - Teachers implement experimental programs as a result of communicating about and reflecting upon the

school's problems: students are involved in the discovery exercise.

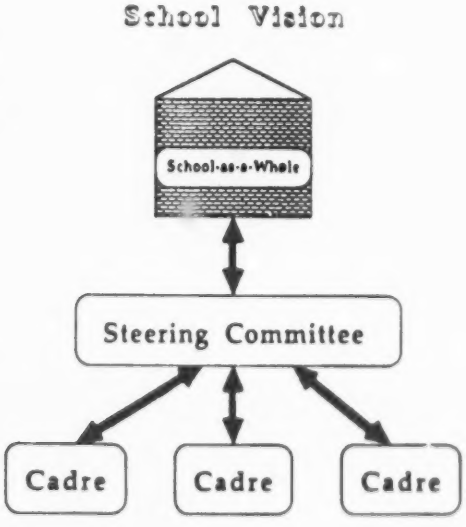
- Trust - Teachers, parents, administrators, and students must believe in each other and focus on each other's strengths.
- Risk-Taking - All parties must be more entrepreneurial in their efforts. While some new programs may fail, the ones that succeed are the key to lasting school improvement.

ACCELERATED SCHOOLS GOVERNANCE

Accelerated schools are organized into a definite structure which ensures the optimal achievement of the school's vision and goals through a total access, open participation, and a continual flow of information. They must, however, retain sufficient flexibility to facilitate periodic self-assessment and modification (Levin, 1989). These schools employ a tri-level governance model consisting of cadres, a steering committee, and the school as a whole:

Accelerated Governance

Structures



1. CADRES are small working groups of teachers, support staff, and parents who meet weekly to address weaknesses and priority areas of the school's vision. Typical areas include school community relations, curriculum, school climate, discipline, and parental involvement.

2. The STEERING COMMITTEE consists of the principal and a representative from each cadre. The purpose of this group is to coordinate the efforts of the various groups and to develop recommendations that will be presented to the school as a whole.

3. The SCHOOL AS A WHOLE is involved in the discussion and decision-making process. Consensus among members (teachers, parents, administrators) is essential, especially is decisions regarding the arenas of curriculum, instruction, and allocation of resources.

THE ROLE OF THE SATELLITE CENTER

The Initial New Orleans Project

The transformation of participating schools from traditional to accelerated schools is expected to take two to six years (Fullan, 1982). This time frame is based on assumptions of a fixed commitment by the school and its district (Levin, 1988). During this period, technical support is supplied to participating schools through Stanford University's Satellite Centers. The Urban Education Development Laboratory located in the College of Education at the University of New Orleans has been designated as one of those Satellite Centers and is responsible for the following:

1. Providing continuing technical and professional assistance to its model schools and districts.

2. Planning and conducting formative and summative evaluation of project schools' progress.
3. Providing leadership on the subject of accelerated schools in terms of training, research, and dissemination of information, including presentations at professional meetings.

The Satellite Center Selection Process

The school selected to pilot the accelerated schools project applied in March 1990 and was notified of its selection after the close of the school year. The selection process began with a letter from the Deputy Superintendent of Schools to a number of elementary schools located in the New Orleans metropolitan area, asking them to submit an application for consideration into the accelerated school project. The superintendent's office had developed a list of which schools would be notified from social economic and achievement data in the district.. Included in the request for application was an invitation to a luncheon meeting at the University of New Orleans where a video tape about the Accelerated Schools Project was shown. Of twelve principals invited, ten attended, and nine ultimately submitted written applications. Once the applications were received at the Satellite Center, they were reviewed by the staff. The results of that review process gave the Center a short list of two candidate schools[1]. These schools were all visited, with members of the administration and core faculty interviewed by the Satellite Center staff. At the conclusion of these field visits, a final selection was made. Selection criteria included:

1. Innovative efforts made by the school prior to the development of the Satellite Center to improve the education of at-risk students.

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[1]See Endnotes

2. School principals that were knowledgeable about curriculum, were child centered, and interested in committing their school to the accelerated strategies, as well as being recognized by teachers and parents as leaders. (See Appendix A for selection materials used.)

Baseline Data

The school under study here is an elementary school located in metropolitan New Orleans. The present student population is 405 students in grades pre-kindergarten through sixth. Of these students, sixty percent (60%) qualify for free lunch, twelve percent receive reduced price lunch, and twenty-eight percent pay full-price for lunch.

While the school's age/grade distributions show no significant abnormalities, the overall school profile of test results (California Achievement Test) for the 1989-90 school year demonstrated that twenty-five percent of the students were performing below grade level. The school's 1989-90 information regarding the educational levels and occupational status of students' parents and guardians indicates no strong departure from data of previous years: thirty-seven percent have completed college; twenty-seven percent of the fathers and forty percent of the mothers are employed in professional jobs; there is only a one and one half percent unemployment rate among the families, with very few being dependent on public financial aid such as AFDC.

The school neighborhood is relatively stable, with no migrant and few transient students. In fact, the immediate school age population is diminishing due to the continuing growth of the number of environs in the surrounding retirement-age neighborhood. However, the enrollment is kept

constant owing to students living outside its boundaries, attending on special permits from the district. This represents about one fourth of the student population with the majority of these students representing the second and third generations in families whose grandparents live in the neighborhood.

It is estimated that approximately thirty percent of the parents are currently involved in the school. This is better that the participation rate in other New Orleans public schools, typically ten to fifteen percent. And the faculty notes growing numbers of school contacts are made solely with grandparents who care for the students before and after school. The present PTA functions primarily around extracurricular activities and does not take a meaningful decision-making role in school governance.

Faculty composition is made up of fourteen regular classroom teachers, five special education teachers, five paraprofessionals, and one learning-media specialist, social worker, nurse, physical education teacher and instrumental music teacher. The principal was appointed eleven (11) years ago, and approximately forty percent of the present faculty predate her. The school has a history of stability, other than the present principal, there has only been one previous administrator, who served for 19 years after being appointed in 1964.

Initial Training

In August, 1990, the principal chose seven teachers to participate with her in a week of training for accelerated schools implementation on the University of New Orleans campus. Dr. Henry Levin, his staff from Stanford University, representatives from an accelerated school in Texas, and

members of the Urban Education Development Laboratory conducted the training.

After the training, the principal asked her faculty to voluntarily come into the school three days before their official starting date in order to have the model presented to them by the teachers who had gone through the training. Ninety percent of the faculty and support staff attended all three days; the group worked through the first two parts of the initial implementation process. During this time they reflected on the history of the school (looking at the past and present status of students), community, performance of students, curriculum, resources, and staff. This "taking stock process" provides the baseline data which will serve as a basis for evaluation.

Implementing The Model

The project model is designed so that implementation is initiated through a four-phased inquiry process that confronts a wide range of issues on all facets of the school. The first phase is establishing the baseline model. The second phase involves developing a vision which describes what the school will look like at the end of the six year period. (see Appendix B for subject school's vision statement) In forging the vision, the participants articulated all the necessary changes the whole-school family would have to undergo in order to transform the vision to reality. The third phase involves the process of comparing the vision with the baseline data report. Obviously, there was a gap between the existing situation and the various aspects of the vision. From this juncture, the fourth phase is undertaken where problems

are to be identified and priority areas are to be established for work by the different cadre formations.

However, at the beginning of phase two and on the first official day of school, the teacher's union voted its membership into a "sanctioned job action." Seventy-five percent of the teachers voted to strike on the first school day. The principal reported that implementation of the accelerated schools project was suspended until after the strike. This was a direct result of key teachers in the implementation process also being actively involved in the union's organization of strike activities at the school.

The strike lasted twenty-two days and during this period the unity of the school's faculty was seriously fragmented. Teachers and parents who served as substitute teachers suffered harsh verbal harassment on a daily basis. Also, there were a few instances of personal property damage. Once the strike ended, the principal reported that three factions existed within the faculty: 1) those teachers who went out on strike; 2) those teachers who did not strike; and, 3) the few teachers who went out on strike but had put it and its various issues behind them once they returned to the classroom.

After trying for a few weeks to bridge these disjunctive differences, the Satellite Center decided that third party intervention was necessary. Assisted by the Urban Education Development Laboratory staff, the principal arranged for three resolution focus groups that the faculty would attend over two school days in early December.

Experienced in working with groups suffering work related conflict and dysfunctional stress, a consultant was hired who had first familiarized himself with the school's profile and the principles/values of the accelerated school project in order to develop a format with "teambuilding" as the major focus. In each group a discussion was held that centered around accelerated

school concepts. (see Appendix C for focus group materials) This was an effort to stimulate dialogue where each group participant could think about how the student's and school's success was dependent on the faculty functioning on a unified basis. Although many of the issues raised by individual faculty existed prior to the strike, the focus groups were centered around thematic concerns to enhance group cohesiveness..

There were a number of consistent themes which reoccurred in all of the group sessions:

1 - a sense of powerlessness in a large school district;
2 - threats to professionalism;
3 - a diminished trust for high level administrators.

Whether these issues were as acute prior to the strike was not determined, but their real impact was deemed to be the relevant issue. The consultant did not view the issues as inhibitory in the faculty's ability to work as a team if they could be redirected into discourse vehicles for examining competition and conflict management as part of the natural dynamics in group processes.

Immediately after these workshops the faculty moved to return to the implementation process of the accelerated school project. They identified their strengths and weaknesses, listing those things which needed to be changed in order to narrow the gaps and move into realization of the vision. These items were prioritized and placed into three categories with appropriate cadres formed through a self selection process by the participants: curriculum, parent/community involvement, and student development.

EVALUATION OF THE CURRENT STATUS OF THIS INITIAL PROJECT

The unique quality of the accelerated school aspect means that evaluation must also have a different focus. Levin indicates that the implementation of the accelerated school approach means a three layered phase of evaluation as opposed to a single-outcome oriented one. It is his view that "by documenting changes in decison-processes and implementation, any changes in student outcomes can be reasonably linked" to such interventions (Levin, 1988, p.8).

The pilot accelerated schools project in New Orleans has gone through the first phase of intervention, the decision process. The school district administration went through this selection and decision process and arrived at a consensus gentium. Strengths and weakness were identified, a vision developed, priorities set; and a governance model was formed for this school, its problems, and its unique people. The second phase, implementation, is an on going movement. Cadres are at work in developing the coming school year's curriculum, and a number of parent/community involvement projects -- including a neighborhood music festival and parade this spring. The third phase, school impact, obviously cannot be assessed now. Undoubtedly, impact generally purports to mean "student achievement, attendance, participation, self-esteem, satisfaction with school, and behavior" (Levin, 1988, p. 7-8). Here, however, the impact has been more immediate. For instance:

- the initial selection process was one that involved the school district administration as well as the individual school.

This acceptance of an accelerated schools project by a power structure often typified by bureaucratic inflexibility does create impact, both within the school itself, and the district at large.

- the governance model has already had a positive impact on the attitudes of the principal and the faculty (see Appendix D interviews)
- the existence of the Satellite Center and its staff at the time of the strike mediated some of the potential negative effects from the strike.

The conclusion at this point of implementation is that good leaders are necessary for the success of the accelerated schools project, but are not sufficient to insure that success (Miron & Elliott, 1991; Miron, 1990). In the case of the strike, neither their experience nor their presence were sufficient to cope with the constraints of the job action (Apple, 1985). The existence and the assistance of the UNO Satellite Center was a necessary element in the survival of this project. The role that the Satellite Centers as change agents can play may be paramount to the implementation of current projects or new ones.

Notes

1. Judah Benjamin Elementary School, a Chapter I funded school, was also invited to participate in the training, but not as part of the pilot project.

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Appendix A

NEW ORLEANS PUBLIC SCHOOLS

4100 TOURO STREET ■ NEW ORLEANS, LOUISIANA 70122

EVERETT J. WILLIAMS
Superintendent
(504) 286-2868

MATTHEW PROCTOR, JR.
Deputy Superintendent
(504) 286-2835

MEMORANDUM

TO: Mrs. Gail Lazard, Principal, Coghill Elementary School

FROM: Matthew Proctor, Jr., Deputy Superintendent

SUBJECT: **ACCELERATED SCHOOLS PROGRAM**

DATE: February 16, 1990

I am pleased to invite you to attend a special luncheon meeting at the University of New Orleans on March 8, 1990 at 10:00 A.M., in the UNO University Center, Room 216 (Pontchartrain Room). Lunch and parking will be provided courtesy of the University of New Orleans.

The purpose of this luncheon is to provide you with information about the Accelerated Schools program for at risk elementary students. This program will be implemented in one elementary school beginning with the 1990-91 school year. The University of New Orleans has received a three year grant from the Chevron Corporation to establish a Satellite Center which will cooperatively plan with the school district the implementation of the accelerated learning model. The invited school will be able to receive substantial funds to pay for training, staff development, teacher and student supplies and travel as the program is established. Funds will be used to directly support classroom teaching and learning.

Please call me secretary at 286-2834 to confirm your attendance. UNO project staff will provide details on this exciting opportunity for the District. Should you have any questions, please call me or Dr. Louis Miron at 286-6661. I look forward to seeing many of you soon.

MP/wvd

cc: Dr. Everett J. Williams
Mr. John L. Smith
Mrs. Linda Stelly
Mrs. Earline Fuller
Dr. Ernest Chachere
Dr. Louis Miron

University of New Orleans
Lakefront • New Orleans • Louisiana 70148 • (504) 286-6661

DEPARTMENT OF EDUCATIONAL LEADERSHIP
AND FOUNDATIONS

CENTER FOR URBAN EDUCATION

Please complete the following information in applying for the Chevron/Accelerated School Program.

Principal's Name_____

School's Name_____

School's Address_____

Grade Levels Included_____Enrollment_____

Please provide brief explanations to the following three questions.

#1 What are you currently doing in your school with AT RISK students?

#2 In what way do you believe the Accelerated Schools Program would benefit these students?

#3 How have you used teacher involvement (empowerment) in curriculum and other policy decisions?

Please return completed forms by March 15 to:

Dr. Louis Miron, Center for Urban Education
Department of Educational Leadership and Foundations
University of New Orleans, Lakefront
New Orleans, Louisiana 70148

A Member of the Louisiana State University System

MARY D. COGHILL ELEMENTARY SCHOOL

5500 Piety Drive
New Orleans, Louisiana 70126

GAIL W. LAZARD
Principal

(504) 282-3363

March 15, 1990

Dr. Louis Miron, Center for Urban Education
Department of Educational Leadership and Foundations
University of New Orleans, Lakefront
New Orleans, Louisiana 70148

Dear Dr. Miron:

Attached to this communication is the application for the "Accelerated Schools Program " of the Mary Dora Coghill Elementary School.

Please do not hesitate to contact me if you require additional explanation and/or clarification.

Sincerely,

Gail W. Lazard

Gail W. Lazard
Principal

cc: file

COGHILL COUGARS

University of New Orleans
Lakefront • New Orleans • Louisiana 70148 • (504) 286-6661

DEPARTMENT OF EDUCATIONAL LEADERSHIP
AND FOUNDATIONS

CENTER FOR URBAN EDUCATION

Please complete the following information in applying for the Chevron/Accelerated School Program.

Principal's Name Gail W. Lazard

School's Name MARY DORA COGHILL ELEMENTARY SCHOOL

School's Address 5500 Piety Drive New Orleans, Louisiana 70126

Grade Levels Included PreK - 6 Special Education Enrollment 400

Please provide brief explanations to the following three questions.

#1 What are you currently doing in your school with AT RISK students?

At risk students are currently programmed into after-school remediation programs; at the present time, funding severely limits the numbers of students served in this manner.

#2 In what way do you believe the Accelerated Schools Program would benefit these students?

The Accelerated Schools Program would benefit our at risk students by providing them with the vehicle to prove to themselves and to others that they are indeed capable of learning. This outcome would also enhance their self-concepts and provide the catalyst for future success.

#3 How have you used teacher involvement (empowerment) in curriculum and other policy decisions?

Teachers are involved in policy decisions at our school through the administrative team approach. This group is composed of the upper, lower and special education chairpersons along with the ranking teacher and union representatives. The team meets at least once/month to discuss policy, problems, etc. and to decide on how these matters will be resolved.

Please return completed forms by March 15 to:

Dr. Louis Miron, Center for Urban Education
Department of Educational Leadership and Foundations
University of New Orleans, Lakefront
New Orleans, Louisiana 70148

A Member of the Louisiana State University System

OUR GREATEST
CONTRIBUTION
TO MANKIND
IS TO BE SURE
THERE IS
A TEACHER
IN EVERY
CLASSROOM
WHO CARES
THAT
EVERY STUDENT
EVERYDAY
LEARNS AND
GROWS AND
FEELS LIKE
A REAL
HUMAN BEING.

This statement has been the guiding principle for the Coghill School family for the past ten years. The faculty, staff, parents and community members firmly believe that it is essential for all of our children to develop a positive self-concept so that every Coghill student can fully develop his/her potential intellectually, socially, physically and emotionally.

In recent years it has become increasingly more difficult to ensure that each child learns and develops to his/her fullest potential. This is due in part to a lack of funding for essential support staff and resources and to the fact that our students in greater numbers are not entering school with the essential prerequisite experiences required in order for the traditional educational methodology to be effective.

Those students who are not able to achieve success academically very quickly fall into the "at risk" category.

A new strategy is direly needed at this time!

Even though the faculty lacks empirical data, it has become apparent in our observations of students that creative writing and creative drama have been the great equalizers for at risk students in our school. In limited attempts to provide students with opportunities to express their artistic heritage in writing of original stories, skits, plays, etc. and when students are given opportunities to present these original works to fellow classmates, teachers and parents, it has become apparent that learning increases dramatically in relation to the level of pupil involvement. Through the utilization of an integrated/interdisciplinary approach in creative writing and creative drama, our students are able

to master any subject matter and are able to effectively participate in problem solving and in higher order thinking skills. In addition, the children positively interact with peers and adults; they develop self-awareness and self-esteem. Finally, they rediscover the fact that learning can actually be fun. This approach is effective with gifted students as well as with at risk students.

If Coghill is selected for the Accelerated Schools Program, our students will be given the opportunity to increase their academic achievement through a creative drama approach. The Coghill administration and faculty believe that this approach will effectively address the needs of the at risk child and that this approach can be easily adapted to the principles of accelerated learning.

Finally, this entire project must be a collaborative effort between the administration and faculty members of the school selected and the University of New Orleans. This type of effort involves frequent traveling between the UNO campus and the facility of the selected school. Readers of this application are asked to please make note of the fact that the Coghill School campus is only a ten minute drive away from the University of New Orleans!

Appendix B

MARY D. COGHILL ELEMENTARY SCHOOL

5500 Piety Drive
New Orleans, Louisiana 70126

GAIL W. LAZARD
Principal

286-2667

Mary Dora Coghill Accelerated Elementary School

VISION

The Mary Dora Coghill Accelerated Elementary School family should continually strive to reach and teach the whole child. Educational opportunities should focus upon building basic skills, building life skills, building positive self-image and building self-motivation so that all students will become fully participating members of society. The human and material resources of the faculty, staff, parents and community must be forged into an effective team so that a quality instructional program will become a reality for our children.

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COGHILL COUGARS

Appendix C

TEAM BUILDING

PLANNING AND ORGANIZING

How important should each of the following be to your team?

1. Recognizing the unique skills and abilities of each team member.
2. Defining goals and objectives that are both clear cut and reasonable.
3. Identifying functions necessary for the successful completion of team projects.
4. Planning well together.
5. Organizing time within the team.

GIVING AND RECEIVING INFORMATION

How important should each of the following be to your team?

6. Team members asking for the opinions/recommendations of its members.
7. Team members listening to the ideas/recommendations of its members.
8. Members getting information about what is going on within this team.
9. Acquiring information about what is going on in other teams.
10. Your job responsibilities being communicated to you by the team leader.
11. Your job responsibilities being communicated to other team members.
12. Sharing ideas as a team, even when team members perform independently and individually.

DEMONSTRATING TEAM LEADERSHIP

How important should each of the following be to your team?

13. One or more team members helping the team to organize tasks effectively.

14. One or more team members helping team members get along better.

15. One or more team members emphasizing the positive things the team does.

16. Exercising leadership skills as a group instead of usually focusing on the designated team leader.

UTILIZING MEMBER INPUT

How important should each of the following be to your team?

17. Team members emphasizing team goals.

18. You being included in the teamwork within this team.

19. The team agreeing on the level of work quality it will maintain.

20. Team members providing the information or help needed so work can be planned ahead of time.

21. Members developing confidence and trust in each other regarding work issues.

22. Someone making sure that members get a chance to express their ideas.

23. The team reaching agreement on decisions that you can all accept.

24. Members recognizing problems concerning how members get along within the team.

MANAGING CONFLICT

How important should each of the following be to your team?

25. Resolving problems by dealing with what is **really** the problem, rather than those conflicts expressed in terms of other unrelated issues.

26. Resolving disagreements by bringing the issues out in the open and working them out among the parties involved.

27. Resolving disagreements when the team leader decides the issues.

28. Competing with your team members.

29. Fostering competition within the team that positively affects your work with this team.

30. Competing with other teams.

31. Fostering competition between this team and other teams that positively affect teamwork within this team.

INNOVATING AND ADAPTING

How important should each of the following be to your team?

32. Members doing one another's jobs.

33. The team providing support for members to speak their opinions or try out new ideas without fear of negative impact (i.e., negative comments from other team members or on evaluations).

34. Opportunities being provided for members to meet to discuss creative ideas and applications.

35. Your job providing good chances for acquiring new skills.

36. Members showing an ability to respond to a change in demands placed on them.

EVALUATING AND RECOGNIZING PERFORMANCE

How important should each of the following be to your team?

37. Verbally recognizing contributions of team members.

38. The team periodically processing how its work is done in order to make it more effective.

39. The team periodically measuring the results they produce.

40. Individual performance getting recognized in formal evaluations.

41. Team achievement getting recognized in formal evaluations.

42. Rewarding individual innovation.

43. Rewarding team innovation.